# BAND LESSON PLAN

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| **Date: November, 2013** | **Teacher: Forgione** | |
| **Grade Level (s): 8** | **Class: Band** |
| * **Common Core Standard:** [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Sheet music)   **Essential Standard:**   |  |  |  | | --- | --- | --- | | **8.ML.2** | **Interpret the sound and symbol systems of music.** | | | **8.CR.1** | **Understand global, interdisciplinary, and 21st century connections with music.** |   **Content Objectives:**   |  |  |  | | --- | --- | --- | | 8.ML.2.1 | Interpret standard musical notation for whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. | | | 8.MR.1.1 | Interpret the gestures of a conductor when singing or playing an instrument | | 8.CR 1.2 | Understand the relationships between music and concepts from other areas. |   **Common Core Language Objectives:** discuss, summarize, define, reflect, rehearse, generate, retell  **Learning Outcome**: Student will be able to summarize the Battle of Moscow and interpret a storyline from the band composition, ‘Moscow, 1941.’ | | |

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| Key Vocabulary Moscow  Stalin  Hitler  Blitzkrieg  Bunker  Barbarossa  Soviet Union  Mein Kamph  Red Army |  | Material Paper  Pen/pencil  Instrument  Music (Balmage’s ‘Moscow 1941 sheet music given to students)  Recordings of Moscow 1941  Article - http://www.globalresearch.ca/70-years-ago-december-1941-turning-point-of-world-war-ii/28059 |

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| Preparation Adaptation of Content  Links to Background  Links to past learning | Lesson Features Scaffolding Modeling  Guided Practice  Independent Practice | Grouping Options Whole Class-rehearsal  Individual-written |
| Integration of Process Reading  Writing  Listening  Performing | Application Hands on  Meaningful  Linked to Objectives  Promote Engagement  Promote Independent Thinking | Assessment Individual  Group (music performance)  Written |

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| Unit Sequence  * Rehearse/prepare “Moscow 1941 for performance. * Listen to recordings of composition for interpretation. * Pass out article. * Students will read article then write a summary of the Battle of Moscow; 1 paragraph, 5-8 sentences. * Students will then write an interpretation of the composition, Moscow 1941. The interpretation will consist of an introduction, one paragraph per section of the composition and a conclusion, 3-5 sentences each. * Extend the connection between writing & music composition by asking students to “Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.” RL.8.1 |